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## AND

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#### The Faulty Menu of Boarding Schools.

Said a wise physician to me a few months since, "I don't know what to do with my daughters. Thus far they have been taught at home, but now they are old enough to complete their education away from their parents; and I know of no boarding-school, city or country, through which they can pass without coming out invalids. Educational institutions are faulty in a hygienic point of view, one great trouble being here"—tapping his stomach. Having heard the same opinion expressed before by several eminent physicians, and entertaining nearly the same sentiment myself, I was led to investigate still further upon the subject, and have come to the conclusion that this deplorable state of affairs is wholly unnecessary, and therefore, most blameworthy.

Many persons have an idea that those who do not perform manual labor require but a small quantity of food, and that it is of little or no consequence whether it be of a decidedly nutritious quality. If such misguided individuals had the care of victualing a dozen young Irish women, who were cooks, washerwomen, chamber-maids, etc., they would provide an abundant supply of strong, substantial, nutritious food, "for they needed something to work on;" but for a dozen young lady students, "who didn't do anything but study," the menu would be of the lightest, most delicate, most innutritious quality, and in such quantities that Dotheboys', or rather Dothegirls' Hall would instinctively rise to our lips.

This is all wrong; for the brain derives nourishment from what we eat, just as much as do the muscles. Consequently, if proper food be not taken into the system, mental health and strength will be lacking. Cases of inflammation of the stomach, which furnishes us with very good instances of semi-starvation, fully illustrate this point. I knew a woman who, from gastritis, had been able for a long time to take but a very small amount of nourishment. She had been a most lovely Christian lady, of more than ordinary intelligence, but now her mind was so weak that she could not grasp the simplest children's stories, and would ask questions that would put to shame a four-year older. Although she was not, strictly speaking, delirious, she was most of the time talking in an incoherent, confused sort of way, her conversation often denoting great distress of mind. Some days she would think her mother was going to die, and weep most piteously. Another day she would imagine she had committed some dreadful crime, and would hide her head under the bed-clothes and scream and plead for mercy whenever she heard a footstep upon the stair, thinking it was an officer of justice coming to carry her to prison. Her poor mother with tears in her eyes, one day said, "Oh! that ever a child of mine should be in this dreadful condition. If Mary's body ever should get well, her mind will always be a perfect wreck." "You are much mistaken, madame," I said: "her brain is feeling the lack of nourishment, just as much as these fingers are (taking up her emaciated hand). When she's able to eat, all her mental faculties will return to her, just as surely as the red, plump flesh will come

back to these fingers. Her brain is almost starved to death; that's all the matter with her mind." Her present sound mental, as well as physical health has fully verified my prediction. This is not an isolated case. Every physician has known such.

The human system is like a cistern, closed on all sides, with the exception of two apertures, one at the top, and the other at the bottom. If water be poured in at the top, the vessel will always be full, even though it be running out at the bottom all of the time, provided the capacity of the egress be no greater than that of the ingress. That is, if as much water runs in as runs out, it will always be full. How few young ladies who leave school are as full vessels as when they entered it. The reason is obvious. More water has run out of them in the shape of hard study and incorrect hygienic habits, than has run into them in the shape of abundant and nutritious food and correct hygienic habits. The inevitable consequence is, the water is low in the cistern. In some cases the vessel is nearly empty. "Her nerves are all unstrung," the family physician says of one young lady the week after her graduation. "She's very much run down," he pronounces another. "The vim has all been taken out of her," he remarks of a third, etc., etc.

I will take for dissection, Miss Smith's, a first-class boarding-school for young ladies, patronized by the *élite* of all the country round.

The breakfast consists of newly-baked biscuits, made from Hazall flour, butter and coffee. The snowy bread is beautiful to the eye, and delicious to the palate, but, being nearly all starch, contains no nourishment, of any consequence, for the brain or muscles. A dog, fed exclusively on white flour by Magendie, died in forty days. Dogs fed on sugar exclusively lived nearly as long as those fed upon flour.

Sometimes, instead of, more frequently in addition to, the biscuits, are furnished griddle-cakes, made of rice. As rice contains a large proportion of starch, there is the same objection to it as to white flour. Sometimes appear potatoes, which abound so largely in starch that the ordinary ration of one, for more adventurous spirits two, furnish very little food for the system. Sometimes the young ladies indulge in the luxury of hash, a heterogeneous, conglomerate mixture, wholly unsuited for students, consisting, as it does, of meat, potatoes and greasiness. Of the first-named ingredient I shall speak hereafter. The second I have already vetoed. The third is objectionable, not because of its fatty, but of its partially decomposed greasiness.

One day Miss Smith happened to read an article upon the value of oat-meal to brain-workers, so she resolved to add this cereal to her bill of fare. Accordingly, the next morning there appeared upon the table a small quantity of partially cooked, lukewarm oat-meal mush, with nothing in particular to eat upon it. The young ladies tasted it, gave a little genteel sniff of disgust, and turned up their noses as high as was consistent with table etiquette. But as Miss Smith's eagle eye was upon them, and they were in a good state of discipline, they made a valiant pretense of eating it. A pretense, but that was all. There was one honorable exception, however. Miss C. was a very conscientious girl, and by dint of the most wonderful pluck and self-abnegation (in her veins must have flowed the blood of a hundred martyrs), managed to worry down the small plate full of the sticky, doughy mass, before she broke open the snowy, delicious biscuit. Her facial expression, and her whole appearance while performing these two acts, were like the man's who, detained at home from church on a stormy Sunday, forced himself to read two or three chapters in the Bible, before his tender conscience would allow him to cut the leaves of the last new magazines. Every morning the oat-meal mush met with the same reception. But, although Miss Smith could not shut her eyes to the

fact that the greater part of it found its way into the hands, or rather, the buckets, of the "swill men," still her conscience was perfectly easy, for, had she not provided the best of oat-meal for her pupils? and had she not explained to them "its remarkable, yes, young ladies, its wonderful hygienic value?" What more could she do? Moreover, she comforted herself with the thought that she "had an exceedingly aristocratic class of young ladies, who could hardly be expected to like peasants' food"—said reflection being a full-strength belladonna plaster, which many principals of fashionable schools apply to their consciences when they begin to ache a little. Miss Smith's experience was but a ripple of the great tidal oat-meal wave that swept through the country a year or two ago, and resulted in an immense advantage to—the pigs, for into their stomachs the greater part of it went. This is a great pity, for oat-meal takes the first rank among the cereals for brain and muscle feeding qualities. There were three reasons why oat-meal mush was not eaten by the scholars, and by people at large. It was not properly prepared, there was nothing nice to eat upon it, and it should have been alternated with, and in some cases, superseded by oatmeal bread. It should be thoroughly cooked, and in a closed vessel, to keep in the ozone; a farina kettle is excellent. It is not necessary that it should boil all of the time; indeed, steaming seems to break down the minute cells of the grain equally well, perfect amalgamation being a *sine qua non* of good oat-meal mush. It should be served piping hot, and eaten immediately. Ten or fifteen minutes' delay is as fatal to it as to beefsteak. And as to ever eating warmed-over oat-meal, bah! It's the greatest dietetic abomination imaginable. That cook has not yet been born who can ever restore to its primitive freshness. Cream is really its only proper sauce, and at one's own table it should always be used. But until the millennium dawn, I do not expect boarding-houses to furnish this luxury. The young ladies may or may not like milk or syrup, but I never knew them to refuse an artificial cream, which is made by beating up eggs very light, pouring slowly over them (stirring the while) hot, but not boiling milk, then setting upon a hot stove until it is of the consistency of thick cream. Three large dishes of this, one unflavored for those who like the peculiar taste of the oat meal, and the other two with lemon or vanilla, or some other agreeable essence, should be furnished. But spoon-victuals, although good occasionally, by frequent repetition grow wearisome. I do not think that God intended man to be a mush-eating animal, for I have noticed all the people whom I see are furnished, more or less, with teeth. Therefore, allow me to introduce to you my model oatmeal bread, of which we are charitable enough to think Miss Smith never heard. It is made of oat-flour, which is oatmeal ground as fine as Hazall flour, and should be used for bread, wafers and biscuits instead of the oat-meal which is usually employed for that purpose.—Sanitarian.

#### Prizes for Scholars.

See the Scholar's Companion.

21. For the most interesting letter to the Editor—not to employ over 100 words.
22. For the best outline map of the United States.
23. For the neatest copy of "Mary had a little lamb."
24. For the best written biography of Abraham Lincoln—not 200 words.
25. For the best composition on "Thanksgiving"—150 words.
26. For the best statement of the causes of the present War in Europe.—150 words.
27. For a list of twenty-five of the most eminent Americans, and what they are noted for.—75 words.
28. What were the Pyramids supposed to have been built for.
29. For the largest number of words made out of Constantinople.
30. For the most elegant sentence, which shall contain all the nine parts of speech, and all the letters of the Alphabet.



### Talks with Uncle Philip.

THE boys and girls spent happy hours at Uncle Philip's house. He had an inexhaustible fund of information on subjects that were strange to most young folks, and he constantly gave it away to whoever asked him. These talks occurred generally on the piazza after tea, when some would be reading books or papers, others playing chess, checkers or backgammon, and others sewing.

#### WORDS—THEIR MEANING.

One evening Uncle Philip said, "It is wonderful how much meaning there is in words. Take the names of the months for an example:

*January* is called so from Janus, the Roman god of war; they worshiped him as the ruler of the year and of human destiny. He was represented with two faces, one of which looked forward and the other behind; a symbol of the past and future. Plutarch says Janus introduced agriculture from Thessaly into Latium, hence one head looked toward Latium and the other towards Greece. Romulus erected a celebrated temple to him which was opened when war was declared and shut during peace. Such wonderful people to quarrel were the Romans that history says the gates were closed only three times in 700 years. Then there is *FEBRUARY* too, there is a history about that. *Februa* in Latin signifies a feast of purification; the month was set apart for that by the priests. It is our shortest month, and has St. Valentine's day in it. In Rome the carnival is held in this month. *MARCH* takes us back to Roman history again; Romulus named it in honor of his father Mars, and made it the first month of the year. Until the adoption of the new style of dating the 25th of March was always called New Year's day; the change was made in 1753.

"What is meant," said Marcus, "by old style in dating; I see in Bancroft's History such dates used as 1765-6?"

That is a good question. It is a good place to have a little book and note down such things as you do not understand, and then inquire of those who know. The editor of the *SCHOLARS' COMPANION* is to open a Question Box, and so I will put your inquiry in it.

*APRIL* derives its name from *Aperio*, to open, because the earth is opened by the farmer to plant his seeds.

*MAY* is also from a Latin word. It was named in honor of the goddess *Maia*, daughter of Atlas, and mother of Mercury. In this month in old England they had many ceremonies on the first day of May, called May-day.

Very soon after midnight the young people marched to the woods, accompanied with music and the blowing of horns, and took branches and adorned them with flowers, and returning home at sunrise decked their doors and windows with them. In the after part of the day they danced around a pole crowned with flowers, called a May-pole. In this country it has been customary to have May-parties and one is chosen as May Queen and oftentimes beautiful ceremonies take place. You remember, girls,

"You must wake and call me early,  
Call me early, mother dear."

To-morrow 'll be the happiest time of all the glad New Year,  
Of all the glad New Year, mother, the maddest, merriest day,  
For I'm to be the Queen o' the May, mother, I'm to be the Queen o' the May."

"Oh yes, Uncle, that is a beautiful poem; it was written by Alfred Tennyson."

*JUNE* was dedicated to the goddess *Juno*. *JULY* was so called because Julius Caesar was born in this month; before that it was Quintilis or fifth month (*March* being then, as I just told you the first month. The first Caesar had a good deal to do with the calendar.

*AUGUST* was formerly called *Sextilis* or sixth month, but changed to honor the Emperor O. Augustus Caesar, who became consul in that month. *SEPTEMBER*, *OCTOBER*, *NOVEMBER* and *DECEMBER* keep their old names; remember they started from March as the first month.

"It seems to me," said George, "that it would have been better to have kept March as the first month, and made January and February as the eleventh and twelfth months; then September would be the seventh month, and so on.

"Yes, so I think, but the mischief is done."

### Take Care of Yourself.

Standing in the depot, watching an out-going train, those words, uttered at my side by an elderly woman, arrested my attention. The cars were moving faster every moment, but I caught sight of a fair, young face at an open window, and a handkerchief waving adieu, that it was now too late to speak.

"Take care of yourself," I repeated to myself, and turning again to the woman who had spoken them, she was no where to be seen, having disappeared in the hurrying crowd. I followed in imagination the young traveller, and wondered if those last words of parting had left more than a passing impression on her mind.

As I emerged in the open square numbers of boys and

girls, schoolward bound, passed me with smiling faces. One running across the street to greet a companion, narrowly escaped being run over by a vegetable cart, and while I was still shuddering over the possible accident, those words sounded anew in my ears, "Take care of yourself!"

Do the boys and girls know how much, and how well they can take care of themselves? Are the pavements damp, or the skies threatening, there are rubbers, and water-proofs, and umbrellas for protection. A pause and a little observation when going in the morning, will prevent many a cold and sore throat. On the road to school there are many ways by which you can take care of yourselves. Keep as nearly as possible on the inside of the walk; never stop if addressed by a stranger. (This is a safe rule although it may not seem very polite.) In crossing streets wait until all vehicles have passed, or if a police officer stands ready to assist, walk as close beside him as possible.

Are there not very many ways in the school building in which you can take care of yourselves? By not hurrying up or down stairs; by not going unprotected by hat, shawl or coat in the wide and chilly hall; by not sitting under an open window in the draught; by avoiding all girls or boys who are rough and boisterous in manner, or bold or saucy in conversation.

Take care of yourselves, little girls, and carry the gentle manners of home into the school-room to gladden both teacher and fellow pupil. Take care of yourselves by reading no book or paper that has not been carried home for inspection by father, mother or elder sister. Take care of yourselves by walking quietly and straight through the streets, without gazing or remarking on every passer by.

Take care of yourselves, little boys, by associating only with those who are obedient, and truthful, and well-behaved in school and out. By refusing to stop and gaze at the pictures in the corner book store; by trying to imitate the behavior of the most gentlemanly man on the street. Take care of yourselves by never allowing profane or unclean words to enter your ears or pass your lips. You are moulding yourselves for men and women, and your daily actions are making you what ten years hence, you will surely be. Your life, your health, your character, your happiness, are now in your hands, and I cannot urge you too strongly to "To take care of yourself."

AUNT HANNAH.

### Benjamin West.

YOUNG West was the son of a Quaker. When seven years of age he was one day left in charge of an infant niece in the cradle, and the beauty of its smile attracted his attention. Observing some paper, together with red and black ink on the table, he seized them and endeavored to delineate a portrait, although at this period he had never seen an engraving or picture.

Hearing the approach of his mother and sister, he endeavored to conceal what he had been doing; but his mother observing his confusion inquired what he was about, and asked him to show her the paper. He obeyed, entreating her not to be angry. Mrs. West, after looking some time at the drawing with evident pleasure, said to her daughter, "I declare! he has made a likeness of little Sally;" and kissed him with much fondness and satisfaction. This encouraged him to say that if it would give her any pleasure, he would make pictures of the flowers which she held in her hand, for his genius was awakened, and he felt that he could imitate the forms of any of those things which pleased his sight. Young West continued to make drawings with pen and ink until camel-hair pencils were described to him, when he found a substitute in the fur of a cat's tail. In the following year a cousin sent him a box of colors and pencils, with several pieces of canvas prepared for the easel, and six engravings. The box was received with delight, and in the colors, the oils and the pencils young West found all his wants supplied. He rose at the dawn of the following day, and carried the box to a room in the garret, where he spread his canvas, prepared a pallet and began to imitate the figures in the engravings. Enchanted with his art, he forgot his school hours and joined the family at dinner without mentioning the employment in which he had been engaged. In the afternoon he again retired to his study in the garret, and for several days successively he thus withdrew and devoted himself to painting. Mrs. West, suspecting that the box occasioned the neglect of school, went into the garret and found him employed on a picture. Her anger was soon appeased by the sight of the performance. She saw not a mere copy, but a composition from two of the engravings. She kissed him with transports of affection, and assured him she would intercede with his father to pardon him for absenting himself from school. Sixty-seven years afterwards this piece, finished when the artist was in his eighth year, was exhibited in the same room with the sublime painting of Christ Rejected; and Mr. West declared that there were inventive touches in his first and juvenile essay which

all his subsequent experience had not enabled him to surpass.

Upon arriving at a suitable age, the young artist commenced his studies in Italy, funds being provided by the generosity of some merchants of New York and Philadelphia, and maintained by his diligence and augmenting success those hopes of greatness in painting which his friends cherished. Visiting England upon his way home, he was induced to permanently reside in London, and there produced his best works. His skill brought him distinguished, even royal patronage, competency and academical honors. This great and amiable man, an honor to the country of his birth and that of his adoption, died in 1820.

### What the Girls Did at Dinner Time.

#### GEOGRAPHY GAME.

The girls, Mollie, Annie, Carry, Maggie and Lizzie, found great pleasure in their new way of spending the time of intermission. They always brought their lunches, for they lived at too great a distance to go home and return.

"Characters," was played again, and again, until Annie suggested that they should try something else.

"I think 'Geography Game,' is nice, and instructive," said Mollie, and as only two of the others knew how it was played, she proceeded, "We form ourselves in a circle, or line, and one begins, and names a city, or anything to be found in the geography. The next one takes the last letter of the city—or whatever was said—and names a place, and commences her word with that, and so on, until one gets 'stuck,' when she is out of the game, and the rest start again. Do you understand?"

The others signified their assent, and the game was begun.

"Alabama," said Maggie.

"Amsterdam, Marquette, Easton, Newport, Trenton, New York, Kentucky, Yang-see-Kiang, Ganges, Savannah, Hartford, Dover, Red River, Rhode Island, Denver, Raleigh, Hindostan, Nevada, Augusta, Albermarle, Erie, England, Denville, Egypt, Talahassee, Oh, I can't think of an 'e,'" said Lizzie, in despair, and the others after waiting a moment, continued their game.

"Edinburgh, Havana, Alleghany, Yucatan, New Jersey. I want a 'y,'" exclaimed Annie. Just then Miss Richards, their teacher came towards them, and asked Mollie if she would loan her a history. Mollie went to get it, and Miss Richards asked what they were doing.

"Playing 'Geography Game,'" responded Maggie.

"I know, or at least I used to know how it was done. May I watch you for a moment?"

"The girls assented, and Mollie just then returning with the book, the game went on.

"Yenesel, Iceland, Denville, Europe, Euphrates, Susquehanna, Appalachian, New Hampshire." "Wait a moment," said their teacher, "I know of a different way. How do you play this?"

Lizzie explained, and the game was continued; when the hour was up, they took their seats even more interested in the new game, than in "Characters."

During the afternoon's session, Miss Richards asked if they would like to have a geography match. The scholars were delighted, and our five girls looked significantly at each other. Two leaders were chosen, as for a spelling match, and the teacher announced the way it was to be done. "The leaders may commence, and call for sides," she said. When the sides were all chosen, she continued, "One side will begin by naming a place commencing with 'a,' and the other side will say one commencing with the same letter, and so on, back and forth, until that letter is exhausted. The side on which the last name is given, counts that as one. Whichever side gets the most letters in the alphabet, wins. Names of places must not be repeated. Josie Fox, may lead off with a word beginning with 'a.'"

The names kept following each other very lively; as soon as one was uttered, another was sure to be sent back from the other side. This renders geographical names familiar.

Amsterdam, Appleton, Augusta, Andover, Ann Arbor, Androscoggin, Atlantic, Austria, Asia, Africa, and America, were soon used up, and more uncommon ones substituted. Once two scholars spoke together, each giving different names. They did not know what to do, until Miss Richards told them that the opposite side could take one of them and this made them more careful. An hour passed swiftly by, and they had just reached 'n'; but it had to be stopped, and when the letters were counted up, one side had two more than the other, and of course, it won.

A BOY of Athens had a dog that had been his playmate from his cradle; he accompanied him in all his sports, and whenever he saw him again after a short absence was overjoyed. One day, this young Athenian, while looking out of the window at some exhibition that was passing along the street, over-reached himself, and losing his balance fell from the upper story of the house to the ground, and was killed instantly. The dog leaped after him, and broke his leg by the fall, yet he followed his little master to the grave and would not leave it for days, and finally did so, to return to the room his companion had occupied—to die.



## THE SCHOOL-ROOM.

## The Chemistry Class.

MANY scholars fall into the mistake of supposing that chemistry is harder to understand than natural philosophy; on the contrary, there is much that is easy about it. Every one makes some chemical experiments before he knows it; in fact many things, such as the explosion of gunpowder, lighting a match, etc., are among the most novel, interesting and genuine chemical experiments. There seems to be a tendency among the atoms of matter to unite, and in doing so very curious effects are produced. It is not easy to get a clear idea of what is meant by *atoms*—they are the smallest parts, far, far finer than any dust into which matter may be crushed. However small they are, they unite sometimes in pairs, sometimes two of one with one of another, two of one and three of another, and so on; at least so the philosophers say. This is pretty much all there is of chemistry—the union of atoms with atoms. It appears that the more unlike two atoms are, the more they seem to fancy each other; and if they are very much alike they are quite indifferent or unsociable. This is so much like the ways in which boys and girls, men and women, act, that that some very good philosophers have supposed the little atoms to have minds; they certainly have “wills” of their own.

Chemistry is about the manners and customs of the atoms. First, these atoms differ in *weight* and probably in size; then, as said above, they have preferences—preferring those that differ from themselves. Now, every true scholar likes to make experiments and to know why things turn out as they do. He will not need much apparatus: some of it he can make for himself; a few bottles, such as you can pick up a chance, a few wineglasses, which you can borrow of your mother, some corks, some glass-tubes, a glass rod, a few test tubes and two or three vials of acids, you can get of a druggist, in addition to what you can find around your house, will stand you in the chemical line. You should have a box to put things in; you should label your vials and boxes, and do things “shipshape,” as the sailors say. You can easily get a dozen paper boxes from your mother, about two inches wide and three inches long and an inch high, to hold things—she buys them with buttons or pins in them, and when empty throws them away. Make some paste and put two neat labels on each, on the top and on the side. Now put in each as follows: Table salt, soda (baking), cream-of-tartar, soda (washing), sulphate of copper, sulphate of iron, sugar of lead, nitrate of potash, nitrate of strontium, prussiate of potash, powdered galls, one or two cents' worth of each will answer very well. Next a bottle of very strong vinegar and one of distilled water will be needed. You must not taste of any of these, or let them lie around, for several of them are poisons. In making experiments it will be best to have an apron on to preserve your clothes, for thus the immortal Humphry Davy is represented to us as working in his laboratory.

Now for some experiments. You must remember that you, by making an experiment, are asking a question of Nature; nature will reply to all your questions by making some change in the appearance, color or weight of the matter you are using. Take a spoonful of the soda (baking) and stir it with your glass rod into a half-tumbler of water; wipe the rod dry and take half a teaspoonful of cream of tartar and stir with your rod into a wineglass of water; when thoroughly dissolved, pour the cream of tartar solution into the soda solution—it will “effervesce,” that is boil up violently. You see, you asked, “What will soda and cream of tartar do when mixed?” Nature answers you, and no matter how many times you ask her she will always give the same answer. What does she say? She says the soda prefers the company of the tartaric acid to that of the carbonic acid, and leaves it—and the carbonic acid being a gas and very light hurries off through the water amid much bubbling. Here you learn a very important lesson: there are solids, liquids and gases, or in other words matter is sometimes in one of these three forms and sometimes another, according to circumstances. The carbonic acid is evidently lost, it is dissipated in the air; you have the soda and the tartaric acid left in the tumbler; they may be thrown away, as you can use them no more.

Now take a wineglass half-full of water, and dissolve in it a little prussiate of potash; in another, dissolve a little sulphate of iron; both of these are without color, like water. Now, mix them and you have a beautiful blue. Here again Nature replies to your question, and she always will reply, in this case she makes a very pretty answer. Or, you can vary this experiment and make it still more striking. Make a solution of sulphate of iron as before, and take a clean quill or gold pen and write on a piece of paper and let it dry. Next make a solution of prussiate of potash in your wineglass, as you did in the last experiment, and dip a feather or light sponge into it and brush over the writing, it will become visible and be of a beautiful blue color. This would

be a good way to write to a friend on a postal card if he knew the secret. For what seemed to be a blank postal card would, under his experimentation, become filled with legible writing. But this is not all the ways in which seeming blank postal cards may be covered with ideas; other methods will be shown in another number of the COMPANION.

## The Grammar Class.

A great many young people, use very extravagant language, thus:—“A *sweet* little dog.” Now, dogs are not sweet. Yet a Chinaman might think so, perhaps, for they are credited with eating them. The way to test the sweetness of an object, is to taste it,—hence say pretty.

“What a *lovely* color!” The word *lovely*, is used to express admiration. What is lovely, inspires love; say beautiful.

“I had a *splendid* ride.” That is splendid which shines, and as a ride does not shine, the application is wrong; say delightful.

“What an *awful* hot day.” Awful means full of awe; and a warm day, is not that by any means. So, also by the words fearful, frightful, and terrible; we refer to things that inspire fear, fright and terror; say remarkable, oppressively.

A *magnificent* dress, what does not impose by its grandeur, cannot be magnificent; say fine, superior, etc.

So, for very, must be classed among the misused words. “It is so warm,” for it is very warm.” So, when used before an adjective, needs to complete the sense, to be followed by a correlative clause, introduced by *as*.

Some very ludicrous mistakes are made, by placing the words in their wrong order. “He saw a lady sewing with a Roman nose.” “I saw two men digging a well with straw hats.” “Garret Clauson, shoots squirrels without spectacles.” “A respectable young woman wants washing.” A proprietor of a bone mill, advertised, that “parties sending their own bones to be ground, will be attended to with fidelity and dispatch.” These instances of “ambiguity,” are very common. It requires nice study to use certain English words correctly. Thus, in speaking of a number of fair girls you will use *bevy*; but when you describe a number of wolves it is no longer “bevy” but *pack*; when you come to thieves it is not “pack” but *gang*; when you come to angels it is wholly wrong to use “gang any longer, you must say *host*; when, however, you come to talk about porpoises, you drop “host” and use *shoal*, or *school*; but a “school” of buffaloes is called a *herd*; if you mean children drop “herd” and say *troop*; but not a “troop” of ruffians—that must be a *horde*; and a collection of rubbish is never spoken of as “horde,” but as a *heap*; when you come to oxen, say *drove*; but a “drove” of blackguards is *mob*; you must never, however, speak of a gathering of worshippers as a “mob,” now it is *congregation*; but a “congregation” of robbers is a *band*; a “band” of locusts is always called a *swarm*; but if you speak of people, say *crowd*.

## The Zoology Class.

THE following notice is conspicuously set up in the state forests of France: “Hedgehog—Feeds on mice, small rodents, slugs and grubs. Do not kill a hedgehog.—Toad—a farmer's friend; destroys twenty to thirty insects per hour. Do not kill a toad.—Mole—Destroys grubs, crickets, and insects injurious to agriculture; no trace of vegetable matter is ever found in its stomach; does more good than harm. Do not kill a mole. Cockchafer and his grub—each insect lays seventy to one hundred eggs. Kill the cockchafer. Each department of France loses annually thousands of francs by the injuries of insects. Birds are the only enemies capable of contending with them. Children, do not rob the birds' nests.”

The toad as an insect destroyer is becoming quite popular in Europe. Once a week a toad market is held regularly in Paris, to which these little animals are brought carefully assorted, according to their strength and size, and packed by the hundred in baskets of damp moss. The market is never overstocked, and those of moderate size find ready purchasers at prices ranging from seventy-five to eighty francs per hundred. The majority of them are brought up for the use of English market gardens, and it is stated that orders are on hand for the purchase at those rates of every basketful that reaches the market.

THE world is indebted to the insect tribe for that valuable product, chloroform. The little ant contains a substance called formic acid.

## A CHILD'S COURAGE.

The Newburg Journal tells the following story of adventure, the little heroine being a young miss of some twelve years, daughter of a farmer residing near the village of Mt. Hope: “While she was engaged feeding a hen and chickens at an early hour, a weasel made its appearance among the bread, and seized one of the chicks. The plucky little

girl grasped the chicken and vainly endeavored to release it from the jaws of its enemy. She seized the weasel by the nape of its neck and ran to the house, a distance of 200 feet, making her appearance in the dining-room, where the family were seated at breakfast, with it firmly clutched in her grasp, her hands bleeding from repeated applications of its teeth and claws. Here the family dog was called in, but the weasel fastened its jaws into the upper lip of his dogship, who, with howls of pain, wildly ran about the room. The distress of the dog, a great household pet, again put the little girl upon her mettle, and seizing the weasel she choked him off the dog, but only to cause him to fasten his teeth in her thumb, which he bit through and through.—Though the pain must necessarily have been great, the child uttered no cry of distress, but held on until the grip of the weasel had been released by his being choked.”

A BOY while fishing in a lake in Wisconsin, felt a nibble, and drawing his hook toward the shore, observed a half-gallon fruit-can trailing on the bottom. Having secured the vessel, he was greatly surprised to find that a large catfish had taken up his abode therein, and remained until his increased dimensions did not admit of egress. He had evidently flopped around in his tin parlor until a hole was made in the rust-eaten bottom, through which his tail protruded. In this condition the catfish had power to navigate from one place to another, and must have been regarded by his aquatic neighbors as a kind of iron-clad monitor.”

## The History Class.

THE first telegram was sent in 1845.

SIR Walter Raleigh first introduced potatoes into Ireland.

STEAMBOATS first made regular trips across the ocean in 1830.

POCAHONTAS was twelve years of age when she saved the life of Capt. John Smith.

THE word *Boo*! used to frighten children, is said to be a corruption of *Boh*, the name of a fierce Gothic general, the mention of whom used to spread a panic among his enemies.

THE ladies in Russia are very anxious to marry because they have no liberty before marriage.

IN 1805 there was but one man in this country who could make drawings for cotton machinery; his name was Ogden.

IN Plymouth, England, a lighthouse is being erected, which will be the tallest in the world. There will be an infirmary and a bedroom, with ten beds for the shipwrecked; also ten rooms for attendants. The light is expected to penetrate over twenty miles at sea.

THE name Plantagenet, which fourteen succeeding sovereigns of England were known by, was first bestowed as a term of reproach on their ancestor, Fulke Martel, earl of Anjou, in the tenth century, because he contrived the murder of his nephew, in order to succeed to his possessions. In atonement for that offence, his confessor sent him on a pilgrimage to Jerusalem, attended by two servants—one of them was to lead him by a halter to the holy sepulchre, the other to strip and whip him there. Broom (in French *genet*) being the shrub used, from plantagenet, or broom plant, arose the name in question. By the marriage of the empress Maud, daughter of Henry I., Geoffrey Plantagenet, Count of Anjou, the first of the Plantagenets, ascended the English throne as Henry II.

## The Geography Class.

GEOGRAPHICAL NAMES, WITH THEIR SIGNIFICATIONS

Aleutian—Bold rock.	La Plata—Silver.
Amazon—Boat destroyer.	Madeira—Timber.
Andes—Copper.	Magglore—Large lake.
Athens—Goddess of wisdom.	Maldives—Thousand isles.
Australia—Southern land.	Margarita—A pearl.
Austria—Eastern kingdom.	Marmora—Marble.
Azores—Hawks.	Medina—The city.
Babelmandeb—Gate of tears.	Mediterranean—Midland.
Baikal—Rich lake.	Missouri—Mud river.
Baton Rouge—Red stick.	Mont Blanc—White mountain.
Beled-el-Jerid—Land of dates.	Montenegro—Black.
Bombay—Good bay.	Montevideo—Mount prospect.
Cairo—The victorious.	Montreal—Royal mount.
Catagat—Cat's gate.	Morocco—Farthest west.
Colorado—Colored.	Nova Scotia—New Scotland.
Corrientes—A current.	Niger—The dark river.
Costa Rica—Rich coast.	Niagara—Thunder of waters.
Denmark—Low country.	Nebraska—Flat waters.
Detroit—A strait.	Ohio—Beautiful river.
Euphrates—To make glad.	Pekin—Northern capital.
Fond du Lac—Bottom of lake.	Prairie du Chien—Dog-meat w.
Formosa—Beautiful.	Polynesia—Many islands.
Galena—Silver or lead ore.	Quebec—The narrows.
Guadalquivir—The great river.	Schuykill—Hidden creek.
Havre—A harbor.	Skager Rack—Crooked strait.
Hayti—Mountainous.	Sierra Leone—Lion mount'ns
Havre de Grace—haven of grace	Sierra Madre—Mother



Hoang-Ho—Yellow river. Sierra Nevada—Snow mts.  
Holland—Muddy marshy land. Singapore—City of lions.  
Hong Kong—Sweet waters. Terra del Fuego—Land of fire.  
Irawaddy—Great river. Vera Cruz—True cross.  
Yang tse-Kiang—The blue river.

#### TURKISH OFFICIAL TITLES.

**Sultan**—The sovereign of the Turkish empire.  
**Porte**—The government of the empire, officially called the Sublime Porte, from the Sultan's gate, where justice was dealt out.  
**Grand Vizier**—Chief minister of the empire, corresponds to our Secretary of State.  
**Divan**—The Turkish Council of State, corresponds to our Cabinet Council, or assemblage of the heads of departments.  
**Grand Mufti**—Chief interpreter of the Mohammedan law, like our Attorney-General.  
**Pasha**—A governor. **Dey**—Same as pasha.  
**Sheik**—Head of Arabian tribe.  
**Osmandi**—Turkish official.  
**Ottoman Empire**—Turkish Empire.  
**Musulman**—A follower of Mohammed.

#### Memories.

BY A. G. O. F.

Some persons can easily remember numbers, or places; others remember incidents; another will retain words written or spoken; some learn quickly, but some forget; and others acquire knowledge only by hard labor, yet never lose it. Especially is this so in a class, where one scholar may read a recitation over a few times, and know it perfectly, and another will study, for perhaps hours, on the same thing, before he can repeat it.

Sir Walter Scott, when four years of age, learned by heart the stories and ballads, which were repeated to him. When he was eleven years old, and attending the High School at Edinburgh, his teacher would constantly refer to him for dates, and called him the class historian. He possessed such a powerful memory, that if he read anything once, he would remember it for months after. This was all the more wonderful, as he was a fast reader, merely glancing over the pages.

Doctor Johnson's memory was good; and if he read a thing once, and liked it, he could repeat it over after. He asserts that every one has good memories, and forgetfulness is a fault. Milton composed "Paradise Lost," and "Paradise Regained," after he became blind. Thomas De Quincy, a man of great genius and learning, says that, "Rarely do things perish from my memory, that are worth retaining. Rubbish perishes instantly." Thomas Moore, was a very well-read man, but his memory was not remarkable. Coleridge had a good memory, and could repeat passages from once reading them. On the whole, Sir Walter Scott, probably exceeded in this remarkable trait.

#### Question Box.

**Who invented the Multiplication Table?**  
JENNY BLAKE, Rochester, N. Y.

This old friend of the scholars was invented by Pythagoras, a celebrated Grecian Philosopher, about 528 years before Christ. Will Miss Jenny tell us something about him?

**Who was The Man with the Iron Mask?**  
SUSIE GETLER.

The story of this man is very mysterious. It appears that in the reign of Louis the Fourteenth, of France, a captive with his face concealed by a black mask was confined in different prisons—first, in the fortress of Pignerol, then taken to the Isle of Saint Marguerite, and then to the Bastille in Paris—in all twenty-four years; that one man was his keeper all this time, St. Mars. When he was taken from Pignerol to Saint Marguerite, he was carried in a chair so closely covered with oilcloth as to conceal him entirely. His island prison had a window in it, which looked out upon the sea. One day he wrote something with his knife on one of his silver plates (for he was treated as a person of rank), and threw it out of his window towards a boat which was moored near the foot of the tower. It was picked up by the owner of the boat, a fisherman, and by him taken to St. Mars, who inquired if he had read the writing on it. "I do not know how to read. I have just found the plate and no one else has seen it." He was, nevertheless, shut up for several days in the tort, and then dismissed, the governor saying to him "It is very fortunate for you that you cannot read." On another occasion he wrote on his shirt and threw it out. This was found by a friar who took it to the governor, although he denied having read the writing, his veracity was doubted, and he was found dead two days afterwards.

In 1698, the prisoner was carried to Paris—it was a long journey—in a closely curtained vehicle. His face was not seen, but he was discovered to be of tall stature and remarkably fine figure. The mask was not of iron though believed to be so by the people. It was of black velvet, shaped with whalebone and fastened behind with a padlock, of which St. Mars kept the key. During the journey the governor always sat opposite him at table with a loaded pistol on each side of his plate. He spent five years in the Bastille, and was never seen even by his physician. He was only permitted to speak to the superintendent, his physician and his priest, but always in the presence of St. Mars. He read much

in his solitude and played upon his guitar. His death took place Nov. 19, 1703, and he was buried in the cemetery of St. Paul's Church in Paris. There is a tradition that the sexton was bribed to open the grave to allow the face to be seen, but that the head was found to be wanting. After his death his bedding, books, chairs, tables, the door, the window-frames were all burned; the silver was melted, the glass pounded to pieces, the pavement of the floor was taken up and a new one put down, the ceiling replaced by another, and the walls plastered anew. It was obvious that a fear was entertained that he might have left some indication that might tend to the discovery of a secret that even after death was never to be disclosed. Various conjectures have been made. Count Matthioli, the secretary of Charles Ferdinand, Duke of Montana, is thought by many to have been the unfortunate captive; Voltaire says there was a twin brother to Louis, the Fourteenth, and that one was shut up to prevent a division of the kingdom.

"What was the Golden Fleece?"

The old Greeks, who had had so much to say about it, tell us that it was nailed to a beech tree in Colchis; that it was the fleece of the wondrous ram which bore Phrixus and Helle across the Euxine sea. For Phrixus and Helle were the children of the cloud-nymph, and of Athamas, the Minuan King. Their step-mother, Ino wished to destroy them—and said they must be sacrificed on an altar; so they were brought to the altar, and the priest stood ready with his knife, when out of the clouds came the Golden Ram, and took them on his back and vanished. By him they were carried far away over land and sea, till he came to the Thracian Chersonese, and there Helle fell into the sea—so those narrow straits are called "Hellespont," after her, and they bear that name to this day. Then the ram flew on with Phrixus to the northeast across the sea which we call the Black Sea, now (but the Hellenes called it the Euxine,) and stopped at Colchis on the steep Circassian coast; and there Phrixus married Chelchoppe, the daughter of Arites the King, and offered the ram in sacrifice. The ram's fleece was nailed to a beech tree in the grove of Ares, the war-god.

After awhile Phrixus died, and was buried, but his soul had no rest. His spirit came in dreams to the heroes and said, "Come and set my spirit free." And they said, "How?" "You must sail over the sea to Colchis and bring home the Golden Fleece, and then my spirit will come back with it and I shall sleep with my fathers and have rest." This voice it was, that summoned out the heroes, and many were the expeditions in search of it, and many the conflicts to win it, for it was guarded by a mighty serpent, and he who would bear it away must possess the god-like courage and strength.

#### Dialogue.

##### THE EXAMINATION.

**Professor.** I will examine you this morning, on a very simple subject, a *capite ad calcem*, an ink-stand. Now, then, what is an ink-stand?

**Student.** It is a receptacle designed to contain ink.

**P.** How are inkstands divided, describe *ad ova*.

**S.** They are several varieties, glass, copper, iron, gold and silver, as respects the material of which they are made.

**P.** Very well, how else, *ad modum* are they divided?

**S.** There are possible, probable and actual ink-stands.

**P.** Describe each in turn.

**S.** A possible ink-stand is a receptacle designed for the purpose of holding ink, and that may be used to hold ink; it is not yet become one, having never had any ink in it, and it may never have.

**P.** What is a probable inkstand?

**S.** It is a receptacle designed to hold ink, one placed ready to receive it in a place where ink is to be used, as on the desk of the writer.

**P.** And what is an inkstand *bona fide*, or actual?

**S.** It is one now at this moment contains ink.

**P.** Are inkstands divided in any other way?

**S.** Yes, there are real and ideal; the real inkstand is one that exists in a material state; the ideal exists mentally, is only thought of or remembered, or imagined.

**P.** Do the ideal inkstands hold ink?

**S.** They do not, their contents are ideal also.

**P.** Are inkstands of any other varieties?

**S.** Inkstands are again divided into kinds, in respect to the kind of ink they contain, as red, blue, black, etc. They are also divided into several kinds in respect to the nationality of their owners, as English, German or Irish: this one is an Irish inkstand.

**P.** Why so?

**S.** Because it is not an inkstand at all but a pepper box.

**P.** Go on still further.

**S.** The conditions pertaining to inkstands give rise to three divisions; the empty, the normal, and the accidental; the first is that in which it is when unfilled with ink; the second, when filled and upright; third, when it is tipped over and spilled.

**P.** Explain the divisions in respect to the writer.

**S.** An inkstand may then be divided into two varieties—the producing and the non-producing kind.

**P.** What is the former?

**S.** Those which in dipping ink from them give rise to ideas, such as the inkstands men of genius use—Shakespeare's inkstand was a fountain of power, for example.

**P.** Exemplify the latter.

**S.** Those that no matter how hard the writer presses in his pen, will give out no ideas—the one used by the writer of the Patent Office Reports, for example.

**P.** Are there any other varieties.

**S.** Yes, the shallow, the vesicular, the longitudinal, the rubricated.

**P.** Hold, hold, you have shown yourself most wise—*Homo multarum literarum*. The faculty will grant your degree without doubt.

Much will depend on the manner of the actors. Each should have spectacles, and the Latin should be pronounced with some pomposity.

#### C. F. Daubigny.

This is the name of a very celebrated French artist, who has emerged from great obscurity, by close application and severe work. When only twenty years of age young Daubigny was employed by a jeweler to paint fruit and flowers on boxes and brooches. His means at the time were very limited, and his father was not able to satisfy the desire he had for studying art; consequently he, with a friend named Mignau, resolved to club together and save all of their earnings, so as to enable them to go to Italy. For this purpose they built a small box in the wall of their lodgings, which was to be their bank, leaving only a small aperture into which all their spare pennies were to be thrown. They were often tempted to break open their bank, until finally, not being able to resist the temptation any longer, they tore down the wall, and found to their delight that their treasure consisted of \$280. With this small fortune in their possession, they started on their long contemplated voyage to Italy, stopping at the principal cities to admire the works of art in the cathedrals and churches, and to study nature in the different aspects in which it presented itself to them. But the sum of \$140 was not going to last long, and they were obliged to return to Paris. During this trip Daubigny had contracted that passion for nature which has since made of him one of the great masters of the day.

Daubigny is now fifty-seven years old. He spends the summer with his son Karl, sketching from nature. The favorite way of taking his sketches is to drift down a stream in a boat, which is his studio, and whenever a picturesque point presents itself he throws out his anchor and makes his study at leisure. Notwithstanding that he took seventy-seven studies during the past Summer, he is unable to satisfy the increasing demand for his pictures. Daubigny's paintings all bear the character of studies from nature; hence, their high appreciation by connoisseurs.

#### Across the Ocean.

I.

Let us take a short trip on one of those ocean steamers, see for ourselves some of the world's wonders. If I should ask which is the largest church ever built, I am sure many voices would respond, "St. Peter's." There are, to be sure, some in which the architecture is more perfect, but none as large or grand. St. Peter's is at Rome, and the building of it cost forty millions of dollars; and in later years several additions have been made. It is so large, that several churches from this country could be placed inside, without crowding in the least.

There are only three works of man on earth higher than the dome of St. Peter's—the Great Pyramid of Egypt, the Tower of Amiens, and the Spire of Strasburg. The inside of the church is paved with marble, and much of the decorations is of bronze and gold. There are openings all around which lead into chapels; but these are as large as ordinary sized churches. There are flights of stairs which lead to the dome; and looking down on the people beneath, who appear like insects, you realize what an immense structure it is. To keep the building in repair, it costs annually over two millions it is said.

II.

Now let us transport ourselves to Paris, to witness an act of the Sun. In one of the principal gardens of this city there is a cannon raised on a pedestal, and encircled by a railing. Every day it is loaded with powder and wadding, and precisely at twelve o'clock, when the sun reaches a certain point in the meridian, its rays are concentrated on the touch hole, and the cannon fired. Of course this can only be done when the sun shines; so on fair days, the people gather around the fence, to see the explosion of this novel artillery piece. Those who have watches hold them in their hands and compare them with the time which is announced by the cannon.

Letters have begun to come in quite freely, but we have not half enough; we cannot of course answer all these, yet we want to hear all the same. If you like a story or article, tell us, and if you are not pleased, we want to have you tell us all the same. We desire the boys and girls to feel at home with the Editor of the SCHOLAR'S COMPANION. He likes boys and girls, always has, always means to. From SCHOLAR'S COMPANION.



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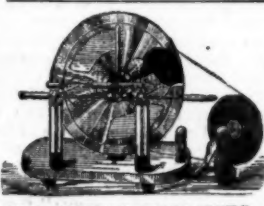
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## The Water Mill.

FOR DECLAMATION.

Oh! listen to the water-mill, through all the live-long day.  
As the clicking of the wheels wears hour by hour away.  
How languidly the autumn wind doth stir the withered leaves,  
As on the field the reapers sing, while binding up the sheaves!  
A solemn proverb strikes my mind, and as a spell is cast,  
"The mill will never grind again with water that is past."

The summer winds revive no more leaves strewn o'er earth and in sin  
The sickle never more will reap the yellow garnered grain;  
The rippling stream flows ever on, aye tranquil, deep and still,  
But never glideth back again to busy water-mill.  
The solemn proverb speaks to all, with meaning deep and vast,  
"The mill will never grind again with water that is past."

Oh! clasp the proverb to thy soul, dear loving heart and true,  
For golden years are fleeting by, and youth is passing too;  
Ah! learn to make the most of life, nor lose one happy day,  
For time will ne'er return sweet joys neglected, thrown away;  
Nor leave one tender word unsaid, thy kindness sow broadcast—  
"The mill will never grind again with water that is past."

Oh! the wasted hours of life, that have swiftly drifted by.  
Alas! the good we might have done, all gone without a sigh;  
Love that we might once have saved by a single kindly word,  
Thoughts conceived but ne'er expressed, perishing unspoken, unheard.  
Oh! take the lesson to thy soul, forever clasp it fast,  
"The mill will never grind again with water that is past."

Work on while yet the sun doth shine, thou man of strength and will,  
The streamlet ne'er doth cease to glide by clicking water-mill;  
Nor wait until to-morrow's light beams brightly on thy way,  
For all that thou canst call thine own, lies in the phrase "to-day."  
Possessions, power, and blooming health, must all be lost at last—  
"The mill will never grind again with water that is past."

Oh! love thy God and fellow man, thyself consider last;  
For come it will when thou must scan dark errors of the past;  
Soon will this fight of life be o'er, and earth recede from view,  
And heaven in all its glory shine where all is pure and true.  
Ah! then thou'lt see more clearly still the proverb deep and vast,  
"The mill will never grind again with water that is past."

—D. C. McCALLUM.

## The Boys of No. 10.

The following fine processional song was composed for the pupils of G. S. No. 10, in New York City; it may be sung to the tune, "Only an Armor-Bearer."

Proudly a school boy in the ranks I stand,  
Waiting to hearken to the next command;  
Marching or halting, if the order be,  
Every act of duty doing faithfully.

CHORUS of verses I, II and III:—

Hear now the signal sound, hark to the call:  
Lightly, with steady tread, step one and all.  
Surely my teacher may depend on me,  
For in the vanguard of the class I'd be.

Promptly I'm always in my place at nine;  
Every endeavor to be there is mine:  
"Present early," when the roll is called, I'll try  
To be ready then to answer "Here am I."

Boldly stand up, my boys, for old "No. 10,"  
For here they can make us all become great men.  
With earnest, strict attention to our work, we may  
Win distinction on examination day.

Ever a scholar—for the whole world's a school,  
With pupils of sexes it is always full.  
God grant that when at last the signal's given,  
"Forward" will the order be, "March direct to heaven."

CHORUS:—

Then may the trumpet sound "Upward" the call,  
"Glory is waiting, and a bright crown for all."  
If in life's school-room to our trust we're true,  
Ours will be the honors in that grand review.

## "I Can't."

NEVER say, "I can't," my dear;  
Never say it.

When such words as those I hear,  
From the lips of boy or girl,  
Oft they make me doubt and fear:  
Never say it.

Boys and girls that nimbly play,  
Never say it.  
They can jump and run away.  
Skip and toss and play their pranks;  
Even dull ones, when they're gay,  
Never say it.

Never mind how hard the task,  
Never say it.  
Find some one who knows, and ask,  
Till you have your lesson learn'd;  
Never mind how hard the task;  
Never say it.

Men who do the noblest deeds,  
Never say it.  
He who lacks the strength he needs,  
Tries his best and ne'er gives o'er,  
Surely will at last succeed;  
Never say it.

But, when tempted to do wrong,  
ALWAYS say it.  
In your virtue, firm and strong,  
Drive the tempter from your sight;  
And when follies round you throng,  
EVER say it.

When good actions call you near,  
Never say it.  
Drive away the rising fear,  
Get your strength where good men do.  
All your paths will then be clear,  
And you'll find a happy year;  
NEVER SAY IT.

—WM. OLAND BOURNE.

## Compositions.

THE UNITED STATES.

The United States occupy the central part of North America, between the British Provinces and Mexico; the Pacific, the Atlantic and the Gulf of Mexico wash their shores. The principal mountain systems run parallel to the coast, and leave the centre to the basin of the Mississippi. In the West are extensive plateaus which are hedged in by peaks bearing eternal snow, and which suffer from aridity, on account of the Sierra Nevada condensing on its western brow the moisture arising from the Pacific. The Mississippi, which measures the breadth of the country, flows south into the Gulf of Mexico, and with its numerous tributaries drains the vast area between the Appalachian and Rocky Mountains. The Atlantic slope inclines from the former, the Pacific from the latter, and both are traversed by a number of rivers emptying in indentations of the coast which offer many commercial facilities. Besides the five great lakes in the North there are groups of lakes in the North, East and West, the most remarkable of which is the Great Salt Lake in Utah. The land between the mountains of the East and West, for the most part, is one boundless prairie, while evergreen forests cover the North and (South) West. The North produces lumber, grain and wool, the West besides besides cereals, brings forth large herds of neat and other cattle, while the South exports coffee, sugar, rice, tobacco and cotton. The mountains hold all precious and useful metals, coal, petroleum and stones for building purposes. Grizzlies, beavers, and buffaloes occur in parts not under cultivation. The raw materials of the country are enhanced in value by being wrought into such manufactures, as furs, leather, woolen and cotton goods, machines, hardware, and so forth. Maine leads in ship-building, and New York in commerce. The inland trade of the country follows its water courses supplemented by canals and railways. We mention the Erie Canal and the Pacific Rail Road. The East and North East are more densely settled than the West. The population has increased tenfold since the Declaration of Independence. The larger part are of English descent, the South containing a large percentage of negroes, and the East and West of Germans and Irish. On the Pacific slope the Chinese are a prominent element, and in Louisiana the French.

GEORGE A. KESSLER,  
G. S. No. 18, 1st Class.

## HOW I WENT HUNTING.

I took my gun and some cartridges, started early one morning in good spirits—occasionally doubtless by my hearty breakfast—hoping to kill some quails and partridges. My hopes proved vain, however. Before I had been out three hours, I found there was not the slightest chance of my bringing any game home. I determined at all events to eat my dinner, and was just seated on a log when I heard a slight rustling behind me. I caught up my gun, and turned cautiously around. I saw nothing, and waited. Again the same noise, but a little farther off. I dropped my basket that contained my lunch, and moved softly off in the direction from whence the noise came. The grass was high, and so I couldn't see, but thought it was a partridge, as I could hear it move swiftly along. I was not near enough to shoot, and the plaguey thing would not stay still long enough, so I kept after it, making as little noise as possible. In attempting to jump over a fallen log I tripped and fell, and my gun went off at the same time. Fortunately it happened to point in another direction from me, and I was unhurt. I had kept it cocked, as I expected every moment to fire, and when I stumbled I must have hit the trigger in some way. I arose from the ground as quickly as possible, and looked for my partridge, and perceived it coming out of a clump of bushes four or five rods off, but to my surprise it proved to be a tame chicken, and I was vexed enough, I can tell you, when I found that out. I could shoot half a dozen fowls in our own yard without coming all that way after one. I took up my gun and found on attempting to walk, that I had strained my ankle so that I could hardly use it. However, I managed to stumble along until I was attacked by a couple of hornets, who must have made a mistake in selecting me; but they kept me busy, I can tell you. Hornets can sting if they try hard, can't they though; try them and see. My foot pained me at every step, my hands and face were stung. I had had nothing to eat since morning, and I just then discovered that I had lost my way and was in a wood that I had never been in before. I kept on, but slipped in attempting to jump over a ditch and fell in, got quite muddy and wet my feet and gun, so that I could not use it. I sat down cross enough, I was hungry, lame and tired. I must find a way out of the woods, or I must starve; and with this resolution I moved on again; and came to the road. You can imagine my happiness when on reaching the road I saw my uncle's carriage coming along, and I made up my mind that going hunting was not all it was "cracked up" to be.

LEATHER PILLS.

## MY SCHOOL EXPERIENCE.

"I am to go to school to-day," said Eddie Falk, to himself, "and they say I will get a whipping every day if I'm good or not. Good-bye, mother, I will try to be good," and so saying, Eddie ran and got his hat and with a huge umbrella, trudged off to school. As he drew near the school he met a boy, both large and fat, who cried out, "Say, are you gwine to Captain Hursin's school; if you are then come along wid' me. I've gwine there too; what's your name, heh?" Eddie thought to himself, this boy speaks beautiful grammar, but gave his name and said, "I am just going to commence at Captain Hursin's, what class do you

think I will enter?" "Well, I guess you'll go to the 6th class, the baby class, I pities you then, you little kids will get your bones licked bare. My name's Myot, let's have your umbrellas, I's gettin' wet." "Does Captain Hursin flog the boys very much?" asked Eddie. "I guess he does, why that individual knocks the life out'er you, but he won't dare to lay his hand on me, if I has this thing 'wid me, look," said Myot. Eddie looked, and saw that he had a revolver. By this time they had arrived at school. As Eddie walked in, Mr. Hursin came down from the platform to meet him, and shaking hands with him, said "You are master—?" "Falk," answered Eddie. "Well, master Falk, here is your seat." Poor Eddie was so bewildered that he sat down with his hat on. "Hat off," cried one of the boys, at the same time his hat was knocked off, while he received a blow on his head from a large boy. Mr. Hursin was all the while forming classes, at last he said "Well, boys, I guess we'll put Falk in the 7th class;" everybody laughed, but Eddie got up and said, "I am so glad you won't put me in the 6th class, where the boys get so many floggings." "My dear boy," replied Captain Hursin, amid peals of laughter, "I was only joking about putting you in the 7th class, for we have none, but as for the whipping you will not get any unless you have been very naughty or have failed completely in lessons," here, Eddie glanced defiantly at Myot, who burst out laughing. Eddie was placed in the 6th class, but as he had never studied geography before, he was in a terrible fix, for when the teacher asked, "What strait connects Baffin's bay with the Atlantic Ocean," he answered, "The strait of Hudson Bay," and that the Mississippi river connects Hudson Bay with the Atlantic Ocean, and in this way he answered for about a week, when at last, he had to stay till half past four, in disgrace, and had to see some of the boys punished. E. G. EGGE.

TO BE CONTINUED.

WHEN I said I would write a composition instead of a letter, I thought it would be a very easy thing to do. I have since changed my mind, as to the easiness of it, but will keep my promise. Now behold my ideas, gathered together, and written out under the head:

## FLOWERS.

We that love flowers like to know all we can about them. We may go out into the garden and see a great many flowers of different colors. If we were asked how these flowers came there, we would say they grew there, without ever thinking what growing is. We learn they are made of sap, which keeps coming to the bud all the time that it is growing larger. You see the slender stem that holds the flowers. There are little fine pipes in that stem and the sap comes through these pipes, but it seems very strange that so many different kinds of flowers should be made out of the same kind of sap. IDA MAGILL, Watertown, N. Y.

## HISTORY OF NEW YORK CITY.

New York was discovered by Henry Hudson in the year 1609. This discovery was the foundation of the Dutch claim to the New Netherlands. The same territory was claimed by the English. In 1623, the Dutch built Fort Orange, near Albany. New Amsterdam was founded by Minuits, the first Dutch governor. The English under Col. Nichols, captured New Amsterdam in 1664, and named it New York, in 1673. The Dutch captured New York from the English during the war between England and Holland. When the war ended it passed by treaty under the English rule. In 1775 New York and other colonies rose against Great Britain and gained their freedom. New York City was the first capital of the United States.

JOHN R. BUCKLEY,  
age 14, Class A, G. S. No. 32, N. Y. C.

## THE WRITING CLUB.

RULES FOR THE WRITING CLUB.

1. Begin with a capital every sentence, every proper noun, and the first word of every line of poetry, also the titles of books, titles of office or honor. 2. Write on only one side of the paper. 3. Try and make your letter interesting. 4. Write every month. 5. Direct all communications to Editor of SCHOLAR'S COMPANION, 17 Warren St., New York City.

I think the letter from Leather Pills is quite amusing. I hope he will write every month. I attend a private school, and study arithmetic, geography, grammar, Latin and etymology. Of all these, I like grammar the best. I have to write compositions, but I do not like to. I am trying for some of the prizes. In the answers to the historical questions in the September number, in answer to the question, "Did any other ship sail with the Mayflower?" it says, "Yes,—the Speedwell." It says in Willard's history that the Speedwell sailed a short distance with the Mayflower, then they both returned, and the Mayflower came all the distance alone. NELLIE PATCHEN.

I WONDER if any of the young readers of the COMPANION have ever heard the history of Solomon Grundy, who was born on Monday, christened on Tuesday, married on Wednesday, ill on Thursday, worse on Friday, died on Saturday, buried on Sunday, and that's the end of Solomon Grundy; or has ever repeated S—for Sallie, P—for Polly, E—for Ellie, L—for Lilly, L—for Love, I—for Ili, N—for Nell, G—for Good, B—for Book, double O—for over and over, K—for cook. You see the initials spell Spelling Book. A word can be substituted for each letter, in "Preface," as to make quite a funny sentence, "Peter Riley eats fish and catches eels;" and then backwards "Eels catches alligators, father eats raw potatoes." A very difficult thing to say fast, and without stumbling is, "Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers where's the peck of pickled peppers that Peter Piper picked." Another one is, "A big black bug, a big black bear," and "A lump of red leather, a red leather lump."



## Pigeon English.

When the English began their commercial relations with Canton, a kind of jargon was invented that became a language by itself. It is wholly however a *spoken* tongue. In their intercourse each learned the fewest words possible of the other tongue—only those pertaining to buying and selling. Hence it was a *business* language, and the way the Chinese have of pronouncing business is to call it "pigeon." The Englishman says, to an interpreter, or one who claims to be: "You talkee pigeon?" "Yes, me talkee pigeon, chop, chop." "Chop, chop" means very fast; "Maskee," don't mind. "Chop, b'long," of a kind; "topside galah," hurrah for topside (excelsior); "chin chin," good-by; "joss," gods; "joss pidgin man," a priest. I will suppose you call on a lady, and afterwards, on a tailor and then at a hotel, the following conversations may occur:

PIGEON ENGLISH.	PROPER ENGLISH.
You. Missee hab got?	Is your mistress at home?
Servant. Missee hab got topside, or Missee hab got; makee sleepes.	My mistress is up stairs, or my mistress at home; she is asleep.
You. Maskee, maskee, no makee bobbey.	Never mind, I won't trouble her.
You. You belong tailor man?	Are you a tailor?
Tailor. Es, sah; my belong tailor-man.	Yes, sir; I am a tailor.
T. Belong what name?	What is your name?
T. Any man callee my Smith.	They call me Smith.
Y. Foreigners talkee so fashion, how fashion that chinaman talkee?	The foreigners call you so, but what is your real Chinese name?
T. Po-hing.	Po-hing.
Y. My boy makee pay you what thing my makee wanchee; more better you go bottom side askee he. He makee pay you what thing.	My boy will show you what I want done. You had better go down stairs, and he will show you the article.
Waiter. Just now teefin had ledly.	Luncheon is ready.
You. Belong what time?	What time is it?
W. Wanchee one half belong catchee that two.	It wants half an hour to two o'clock.
Y. What thing hab got?	What have you got?
W. Feesantee, colo loso befo, cully.	Pheasant, cold roast beef, curry.
Y. I come chop, chop.	I'll come directly.

## EXCELSIOR IN PIGEON ENGLISH.

That nightee teem he come chop, chop.  
One young man walkee, no can stop;  
Colo maskee, icee maskee,  
Chop b'long welly culio see.

Topside Galah.

He too much sooly; one pelcee eye  
Lokee sharp—so fashion—alle same mi.  
He talkee largee, talkee along,  
Too much culio; alle same gong

Topside Galah.

Man-man, one galo talkee he,  
What for you go topside, lokee see?  
Nother teem, he makee plenty cly,  
Maskee alla teem, walkee plenty high.

Topside Galah.

## Slang Words.

LET your language be pure and clean. Do not use slang words in every sentence. Perhaps you do not know what they mean, and sometimes they have very bad meanings. Did you ever hear about the young lady who was walking in the street with some friends and used some slang words that were just then very common, and a workman who heard her, stepped up and said respectfully, "Don't say that, miss. If you knew what it meant, you wouldn't." And what do you suppose she did? She thanked him; and no one ever heard her say that again. Slang terms are essentially vulgar; no real gentleman or lady uses them. "Pull down your vest"; "Shoot it"; "All the same in Dutch," prove nothing beautiful in them. Compare them with Shakespeare's, "This morning, like a youth that means to be of note, is up betimes"; or with Gray's

"Full many a gem of purest ray serene  
The dark unfathomed caves of ocean bear."

These will live forever, because they are thoughts set in beautiful language. The others are simply odd forms of speech like the Chinese gods. The use of such language tends to degrade the one that uses them; if one looks upon ugly pictures it ruins his taste, and so the use of slang in speech corrupts the thoughts of the one who does it.

## Kindness of Heart.

A young man once ran away from the galleys at Toulouse. He was strong and vigorous, and soon made his way across the country, and escaped pursuit. He arrived the next

morning before a cottage in an open field, and stopped to beg something to eat, and get refuge, while he rested a little. But he found the inmates of the cottage in the greatest distress. Four little children sat trembling in a corner—their mother was weeping and tearing her hair—and the father walking the floor in agony. The galley-slave asked what was the matter, and the father replied that they were that morning to be turned out of doors, because they could not pay their rent. "You see me driven to despair," said the father, "my wife and little children without food or shelter, and I without the means to provide for them." The convict listened to this tale with tears of sympathy, and then said:

"I will give you the means. I have just escaped from the galleys: whoever secures and takes me back an escaped prisoner, is entitled to fifty francs.—How much does your rent amount to?"

"Forty francs," answered the father.

"Well," said the other, "put a cord around my body. I will follow you to the city; for they will recognize me, and you will get fifty francs for bringing me back."

"No, never!" exclaimed the astonished listener, "my children should starve a dozen times before I would do so base a thing!"

The generous young man insisted, and declared at last that he would go and give himself, if the father would not consent to take him. After a long struggle the latter yielded, and, taking his preserver by the arm, led him to the city and to the mayor's office. Everybody was surprised that a little man, like the father, had been able to capture such a strong young fellow—but the proof was before them. The fifty francs were paid, and the prisoner sent back to the galleys. But after he was gone, the father asked a private interview with the mayor, to whom he had told the whole story. The mayor was so deeply affected, that he not only added fifty francs more to the father's purse, but wrote immediately to the Minister of Justice, begging the noble young prisoner's release. The Minister examined into the affair, and, finding that it was comparatively a small offence which had condemned the young man to the galleys, and that he had already served out half his time, ordered his release. Is not the whole incident beautiful?

## Sights in the Great City.

One of the wonderful things is the way in which people get their living. There is the man who comes around daily with apples, or oranges, or bananas. "Have you any children?" "Deed I have, three of them." "And do you get enough by selling apples to support them?" "Well, it is pretty hard, it is." And on he goes, from office to office, saying "And will I sell you any fine apples to day?" Then, there is the man who sell shawl straps. He holds them out, whisks them about, and in a variety of ways to attract attention. "Twenty-five cents, twenty-five cents," he keeps on repeating endlessly. Who are these girls we see from 7 to 8 o'clock hurrying one way in the morning, at 6 to 7 o'clock in the evening hurrying back. They are shop girls. They fold paper for books, they stitch the leaves, they work in shoe shops, printing offices, in stores, manufactories and shops. Some are quite stylishly dressed, and some are evidently poor and without taste. There is a man at the corner of Fulton and Broadway, who sells old gold, silver and copper coins; he has been at it for years. There is a stout Irishman on Church street who sells apples, pears and grapes. There is a pleasing-looking woman in front of the Astor House that sells flowers, only five cents for a small buttonhole bouquet, from that to a dollar for something quite magnificent.

There is a negro dressed like an Indian, who walks up and down with a round sign on which is painted, "Indian Clubs." Others walk up and down with a box having a glass front, and in it a shirt or a pair of shoes, or something else on exhibition. In the morning the newsboys hurry to get papers and sell them to the passers by. At night they get the evening papers. These they sell at a profit of one cent on each. Then there are those who "black-yeer boots, shine-em-up." There is an infinite variety of kinds of work, and generally those who will work can find something to do.

## A Lesson.

In France, about thirty years ago, a boy by the name of Xavier Thiriat set out for church with some girls. On their way one of them slipped from a plank into a brook they had to cross, and Xavier jumped in and pulled her out; in order that the others might not meet with the same mishap, he walked through the water and guided the others across one at a time. The result of this wetting was a chill, followed by sickness, and finally he became a cripple for life. His parents were very poor, and feared he would be a burden to them, but he determined differently. He read all the books he could lay his hands on, and reached manhood bright, cheerful and intelligent. He soon acquired the reputation

of being the best educated man in his district, and acquired an extensive influence. He induced the young people of his acquaintance to read and study. He made himself a good botanist, meteorologist, and geologist, and instructed others in those sciences. He induced the founding of several libraries, and his contributions to the newspaper of his district, attracted the attention of intelligent men who wanted to assist him. But he wanted to be independent and earn his own living. He obtained the position of manager of the telegraph at a neighboring town and performed the duties with energy and promptness. The Mayor of the town was struck by his intelligence and offered him the position of secretary, which he accepted. He now wrote for the agricultural newspapers and his articles were widely read, for he was thoroughly read on the subjects concerning which he wrote. So great were his merits as a practical writer, that the French "Franklin Society" gave him its best reward, a gold medal. Think of this, circumstances were all against him; deformity, suffering, sickness, poverty, surrounded by ignorant people were his inheritance; yet he made himself the light, intellectual and moral, of the whole district in which he lived.

## Our Names.

PLATO recommends parents to be careful to give happy names to their children. The Romans seem to have been equally impressed with the same idea. All names were originally significant, and were bestowed with regard to their meaning. Albert, all bright; Alexander, helper of men; Alfred, elf council; Alexis, helper; Alphonso, (Gothic, Elf) our help; Ada signifies happy; Adelaide, a princess; Agnes, chaste; Alice, noble; Anna, gracious; Arabella means beautiful altar; Baldwin, a bold winner; Basil, king-ly; Beatrice, one who blesses or makes happy; Bertha, bright or famous; Berenice, bringing victory.

Casimir signifies command of peace; Constantine, firm; Claud, lame; Cecil, dim eyed; Charles, valiant; Clara, clear; Constance, constant; Catherine, pure; Charlotte, valiant.

David, beloved; Douglas, dark gray; Dorothea, gift of God. Emmanuel, God with us; Edward, blessed nature; Erasmus, amiable; Eustace, standing firm; Edwin, happy conqueror; Esther, a star; Eugenia, nobly born; Edith, happiness; Elizabeth, God hath sworn.

Francis, free; Frederick, peace ruler; Florence, prosperous; Filomena, daughter of life.

Gabriel, a man of God; Godfrey, God's peace; Grace, gratia; Gertrude, spear maid.

Horace, punctual; Harold, leader; Helena, light.

Ivan, grace of God; Irene, peace; Isabel, God has sworn. James, a supplanter; John, grace of the Lord; Julia, soft haired; Josephine, increase.

Kenneth, a chieftain. Louis, village jester.

Macbeth, son of life; Mildred, mild threatener. Napoleon, of the new city.

Othello, rich; Philip, lover of horses; Percival, companion of the chalice; Reginald, powerful judgment; Ruth, beauty; Susan, a lily; Thaddeus, praise; Walter, powerful warrior.

## Love of Knowledge.

Some seventy years ago, there lived in Salem, Massachusetts, a poor boy, who had determined to get an education. He was confined in a shop through the day, and had but few advantages and little time for carrying out his design. He was not discouraged, however, but persevered like a hero, and every month witnessed his progress towards the object of his ambition. That boy was afterwards known throughout the civilized world as Dr. Bowditch, one of the most learned and famed scientific men our country has ever produced. But all that Bowditch knew, he learned; and all that he learned, he acquired by diligent and persevering application. You can form some idea of his indomitable perseverance, from a little incident that is related of him. While he was a boy, a valuable private library, which had been captured at sea, arrived in Salem. These books were a rare prize for those days, and young Bowditch borrowed a number of them from the person who had charge of them. The volumes were retained longer than was necessary for a simple perusal, and it was afterwards ascertained that the young student was so anxious to possess them, that he actually copied twenty ponderous folio and quarto volumes of scientific works, and thus made them his own! These books, which at that time he dared not, from economy, think of purchasing, were of great service to him in after years; and his children have carefully preserved them, as precious memorials of the perseverance of their father.

School Commissioner.—Now my young friends suppose twelve men buy twenty-four bushels of wheat to be divided equally among them, how many bushels is that for each?

Biggest Boy.—Please sir, we have not got that far.

S. C.—How is that? Your teacher told me you had learned all first four rules!

B. B.—Yes, sir; but we have always done our sums in potatoes or turnips; we have never had wheat.



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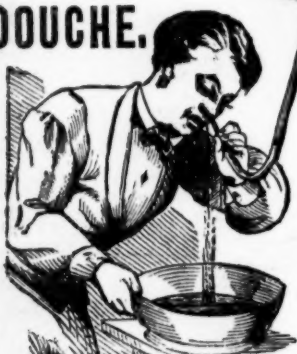
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